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ABSTRACT

The Uniform Code of Student Conduct Component of Detroit's (Michigan) school desegregation plan was ordered in 1975 by the court to promote a peaceful and orderly environment in the schools so that students could receive educational experiences in an atmosphere which would be substantially free from disruptions and violence. Uniform policies concerning discipline and attendance were designed and implemented. Results of a product evaluation were mixed. Evidence supported the conclusion that the environment for learning had improved since the Detroit schools were desegregated. There was progress in reducing the incidence of disruptive and violent students behaviors in middle and high schools and there were improvements in student racial relations. Evidence concerning attendance showed that student attendance in middle and high schools declined between 1976 and 1980. There were slight improvements in elementary school attendance during the same four year period. (Author/MK)

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PRODUCT EVALUATION OF THE UNIFORM CODE OF STUDENT CONDUCT COMPONENT OF THE DETROIT DESEGREGATION COURT ORDER

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January 1981

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PRODUCT EVALUATION OF THE UNIFORM CODE OF STUDENT CONDUCT COMPONENT OF THE DETROIT DESEGREGATION COURT ORDER

Abstract

The Uniform Code of Student Conduct Component of Detroit's school desegregation program was ordered in 1975 by the court to promote a peaceful and orderly environment in Detroit schools so that students could receive essential educational experiences in an atmosphere which would be substantially free from disruptions and violence. The court's order directed the Detroit Board of Education to develop and implement uniform policies concerning discipline and attendance, and to administer these policies in a manner to assure the rights of all students to due process and to protect their rights against arbitrary and discriminatory disciplinary procedures.

In compliance with the court's order, a Uniform Code of Student Conduct has been developed and is being fully implemented in all Detroit public schools.

Results of an ongoing product (outcome) evaluation of the Uniform Code of Student Conduct Component are mixed. The findings attest to significant progress in the achievement of the major component goal, but they also show that another important goal has not been attained as yet.

Evidence clearly supports the conclusion that the environment for learning in Detroit schools has improved since desegregation. Specifically, there is evidence of progress in reducing the incidence of disruptive and violent student behavior in high schools and middle schools, and there is evidence of substantial improvements in student interracial relations at all school levels.

Evidence concerning attendance, however, has shown a decline in student attendance in middle and high schools over the last four years. Attendance in elementary schools has improved over the last four years, but only slightly.

Research and Evaluation Department
Detroit Public Schools

January 1981

PRODUCT EVALUATION OF THE UNIFORM CODE OF STUDENT CONDUCT
COMPONENT OF THE DETROIT DESEGREGATION COURT ORDER

Introduction

On October 29, 1975, Judge Robert E. DeMascio, of the U.S. District Court, issued a desegregation order, which included a requirement that the Detroit Board of Education publish and implement a Uniform Code of Student Conduct. The order charged that: (1) the Uniform Code of Student Conduct be put into effect in all schools beginning January 26, 1976; (2) the code be printed in an appropriate and attractive form, and distributed to all students and parents; (3) the Board prepare uniform reporting forms for use in all schools and provide a central location for collating all data concerning student discipline; (4) the Board submit to the Monitoring Commission at the close of each term a report disclosing the names of students receiving disciplinary actions and final disposition of any appeal; (5) the Board create and maintain appropriate records of all hearings, formal and informal, relating to disciplinary action taken; (6) the Board devise an appropriate inservice training program for all school personnel providing instruction for the fair, non-discriminatory administration of the Code and; (7) the Board, general superintendent, administrative staff, region boards, region superintendents, staff, employees and attorneys be ordered to implement the provisions of the court order and comply with each provision.

The basic purpose of the Uniform Code of Student Conduct order was to promote a peaceful and orderly environment in Detroit schools so that students could receive necessary educational experiences in an atmosphere which would be free from the threat of violence and disruptions.

In response to the court order, the school district has, annually since 1976, provided copies of the Uniform Code of Student Conduct to all high school and middle school students and the parents of the elementary and special education students. Administrative staff and teachers have had inservice training, no student is denied the right of due process, and the general superintendent has appointed a Uniform Code of Student Conduct Task Force to review the 1978/1979 implementation of the Code and the attendance policy of the Detroit Board of Education. As a consequence of the Task Force's activities, city-wide high school attendance regulations have been developed and distributed to high schools for dissemination to staff, students and parents. Also, an inspection team has been appointed by the general superintendent to make visits to high schools to investigate and evaluate the implementation of the Code of Conduct and the city-wide high school attendance regulations. Thus, the charges of the judge's order have been complied with, and the Student Code of Conduct Component is in full operation throughout the school system with due process available to all students.

The Research and Evaluation Department began evaluating court-ordered desegregation of the Detroit Public Schools in 1977. From 1977 through 1979 the evaluation was primarily a study of the impact of the overall desegregation effort on attitudes of students, staff and parents, and on student achievements. In the fall of 1979 the emphasis shifted to product (outcome) evaluations of the individual court-ordered educational components. This is a first report on the product evaluation of the Uniform Code of Student Conduct Component.

Component Objectives

The major goals of the Uniform Code of Student Conduct are: (1) To promote a peaceful and orderly school environment which is substantially free from disruption, vandalism, violence and the threat of violence, and (2) To assure the rights of all students to due process in the administration of the Uniform Code of Student Conduct and to protect their rights against arbitrary and discriminatory disciplinary procedures.

The objectives established for the product (outcome) evaluation of the Component are as follows:

1. The incidence of disruptive and violent student behavior in schools will decrease.
2. Student interracial relations will improve.
3. Students will know their rights and responsibilities under the Code of Student Conduct.
4. Student attendance will improve.

Sources of Evidence

Student, staff and parent surveys are the major sources of evidence of objective attainment presented in this report. The Research and Evaluation Department has conducted four annual surveys of student, staff and parent opinions and behaviors concerning court-ordered desegregation in Detroit schools. Surveys were conducted in May and June in 1977, 1978, 1979 and 1980. Survey questionnaires were administered to city-wide samples of middle and high school students; local school staff at elementary, middle and high schools; and parents of students at all school levels.

Basic information about the size and racial composition of student survey samples is presented in Table 1. Staff survey sample information is given in Table 2 and parent sample information in Table 3.

The 1977 survey samples of students, staff, and parents were drawn from a total of 72 sample schools selected to provide adequate representation of all regions, all school levels, and all types of school racial composition. The school sample in 1978 included 71 schools. In 1979 it consisted of 69 schools. In 1980 it was increased to 77 schools in order to obtain better representation of all Detroit schools. In order to facilitate valid comparisons of survey results from year to year, only a few changes have been made in the school sample. About 80 percent of all participating schools were included in the samples for all four annual surveys.

Table 1

Student Survey Samples

School Level	Year of Survey	Number of Schools Represented	Number of Student Respondents by Race		
			Black	White	Total
Middle Schools	1977	23	769	349	1118
	1978	22	770	307	1077
	1979	22	697	206	903
	1980	23	853	250	1103
High Schools	1977	10	563	233	796
	1978	11	740	226	966
	1979	11	537	165	702
	1980	13	745	170	915

For the student surveys the selection of the student sample involved a random selection of intact classes at each participating

school. In each middle school a random sample of from two to four Grade 7 classes was selected. In each high school from three to six Grade 10 English classes were selected. The survey questionnaires were administered to all students in each sample class by the regular teacher.

Table 2

Staff Survey Sample

School Level	Year of Survey	Number of Schools Represented	Number of Staff Respondents by Race		
			Black	White	Total
Elem. Schools	1977	39	83	104	187
	1978	38	133	203	336
	1979	36	151	188	339
	1980	41	211	176	387
Middle Schools	1977	23	70	80	150
	1978	22	126	134	260
	1979	22	150	138	288
	1980	23	133	144	277
High Schools	1977	10	61	97	158
	1978	11	89	141	230
	1979	11	154	231	285
	1980	13	130	185	315

Staff survey sample members were randomly selected from participating school lists of all full time certificated educational personnel. This process provided appropriate representation of teachers of all grade levels and subjects, department heads, counselors, and administrators. In the elementary and middle schools a 50 percent sample was selected. In the high schools one of every three staff members was selected. In all four annual surveys completed staff questionnaires were returned by about 60 percent of all sample members.

Table 3

Parent Survey Samples

School Level	Year of Survey	Number of Schools Represented	Number of Parent Respondents by Race		
			Black	White	Total
Elem. Schools	1977	39	281	251	532
	1978	38	268	222	490
	1979	36	285	171	456
	1980	41	228	129	357
Middle Schools	1977	23	86	81	167
	1978	22	140	65	205
	1979	22	132	59	191
	1980	23	156	74	230
High Schools	1980	13	105	41	146

The parent survey questionnaires were administered to parents of elementary and middle school pupils every year from 1977 through 1980. The parent sample members were identified by a random selection process involving selection from student membership rosters for each sample school. At the elementary school level samples were made up of parents of 20 percent of all Grade 2 and Grade 5 pupils. The middle school parent sample included parents of 20 percent of all Grade 7 pupils in 1980 (in the earlier year surveys a one-eighth sample was selected). In the 1980 high school parent survey, parents of one of every 16 Grade 10 students and one of every eight Grade 12 students were selected. The rate of return of completed parent questionnaires averaged about 30 percent.

To facilitate studies of changes in student, staff, and parent perceptions and behaviors over time, many of the survey questions were repeated in all four surveys; some were in the second, third and fourth surveys (1978, '79 and '80); and some in both of the last two surveys (1979 and '80). The first three surveys were designed more for a general evaluation of the

total desegregation effort than for evaluations of the individual educational components. None the less, many of the questions were highly relevant to individual component objectives. The 1980 surveys repeated many of the questions asked in earlier surveys, but also included new questions expressly designed for outcome evaluations of several educational components, including the Uniform Code of Student Conduct Component.

In the findings section of this report, survey question response data are presented for every year in which the particular survey question was asked.

Evaluation Findings

Objective 1:	The incidence of disruptive and violent student behavior in schools will decrease.

Student Perceptions (Objective 1)

Four student survey questions have provided evidence relevant to Objective 1. Each of these questions is given below followed by percentage distributions of responses and a summary of the findings.

In General How Safe Are Students In Your School?
(Student Survey Question 14)

School Level	Year of Survey	Percents of Responses			
		Very Unsafe	Quite Unsafe	Quite Safe	Very Safe
Middle Schools	1978	15%	32%	46%	7%
	1979	14	29	50	7
	1980	17	28	44	11
High Schools	1978	10	31	56	4
	1979	8	24	65	4
	1980	8	27	59	7

Middle School Students. In 1980, 55 percent of the student respondents felt that students were safe, while 45 percent felt they were unsafe. Between 1978 and 1980 there was very little change in the percent who felt that students were safe.

High School Students. In 1980, 66 percent felt students were safe, up six percent from 1978.

At Your School Are Any Students Afraid To Go To Certain Places, Such As Lavatories, For Fear Of Being Bothered Or Hurt?
(Student Survey Question 15)

School Level	Year of Survey	Percents of Responses: No None	Yes, But Only a Few	Yes, Many	Yes, Nearly All
Middle Schools	1978	34%	52%	10%	4%
	1979	43	45	10	2
	1980	45	42	10	3
High Schools	1978	30	49	17	4
	1979	37	48	14	1
	1980	43	42	12	2

Middle School Students. In 1980, 87 percent of the student respondents indicated that no or very few students were afraid to go to certain places, such as lavatories, for fear of harassment of injury, while 13 percent said that many or nearly all were afraid. Between 1978 and 1980 there was little change in response tendencies.

High School Students. In 1980, 85 percent responded that students in their school were generally not afraid, up six percent from 1978.

At Your School How Often Do You See Classroom Student Behavior That Interferes With Teaching and Learning?
(Student Survey Question 16)

School Level	Year of Survey	Percents of Responses				
		Hardly Ever	Seldom	Some-times	Often	Very Often
Middle Schools	1978	5%	8%	29%	26%	33%
	1979	5	10	32	27	26
	1980	7	14	24	31	24
High Schools	1978	9	17	41	21	11
	1979	6	15	42	24	12
	1980	5	23	36	25	11

Middle School Students. In 1980, 55 percent of the students reported that they often or very often perceived classroom behavior that interfered with teaching and learning; 24 percent said sometimes and 21 percent indicated seldom or hardly ever. From 1978 to 1980 there was a decrease (-9%) in students who indicated sometimes, often or very often.

High School Students. In 1980, 36 percent reported often or very often seeing disruptive classroom behavior, 36 percent said sometimes, and 28 percent said seldom or never. Between 1978 and 1980 the response distribution changed very little.

During This School Year How Often Have You Been Aware of Students Trying to Start Trouble Between Black and White Students? [1]
(Student Survey Question 37)

School Level	Year of Survey	Percents of Responses				
		Never	Seldom	Sometimes	Often	Very Often
Middle School	1978	11%	15%	33%	20%	21%
	1979	14	22	27	17	21
	1980	16	21	25	18	20
High School	1978	11	25	30	21	14
	1979	12	28	32	16	12
	1980	22	30	27	10	12

Middle School Students. In 1980, 38 percent of the student respondents stated that they often or very often were aware of students attempting to start trouble between the races. On the other hand, 37 percent said that they were seldom or never aware of this situation. Between 1978 and 1980 there was an 11 percent increase in students answering seldom or never.

High School Students. In 1980, 22 percent of the students indicated that they often or very often were aware of students attempting to start trouble between the races, and 52 percent indicated seldom or never. From 1978 to 1980, there was an increase (+16%) in students who reported that they were seldom or never aware of such trouble between black and white students.

Staff Perceptions (Objective 1)

Three staff survey questions have provided evidence relevant to Objective 1 (reduction of incidence of disruptive and violent student behavior). Each of these questions is given below followed by percentage distributions of responses and a summary of the findings.

[1] This question was not asked in schools of nearly all black enrollment.

How Do You Feel About the Behavior of Students in Your School?
(Staff Survey Question 8)

School Level	Year of Survey	Percents of Responses: Very Dis-satisfied	Quite Dis-satisfied	Quite Satisfied	Very Satisfied
Elem. Schools	1977	14%	31%	46%	9%
	1978	11	37	43	9
	1979	11	35	48	7
	1980	13	39	42	6
Middle Schools	1977	21	39	37	3
	1978	16	41	38	5
	1979	11	37	45	6
	1980	16	36	41	7
High Schools	1977	19	51	28	1
	1978	16	47	34	3
	1979	14	43	39	5
	1980	13	33	45	9

Elementary School Staff. In 1980, 48 percent of the staff respondents felt satisfied, and 52 percent felt dissatisfied. Between 1977 and 1980 there was a decrease (-7%) in staff who felt satisfied with student behavior in their schools.

Middle School Staff. In 1980, 48 percent of the staff felt satisfied and 52 percent felt dissatisfied. From 1977 to 1980, there was an increase (+8%) in staff who felt satisfied with student behavior in their schools.

High School Staff. In 1980, 54 percent of the high school staff were satisfied with student behavior, and 46 percent were dissatisfied. From 1977 to 1980, there was an increase (+25%) in staff who were satisfied.

Compared with Last Year, Has the Number of Discipline Problems at Your School Increased, Remained the Same, or Decreased? (Staff Survey Question 16)

School Level	Year of Survey	Percents of Responses: Greatly Increased	Increased	Remained the Same	Decreased	Greatly Decreased
Elem. Schools	1977	10%	27%	43%	18%	2%
	1978	5	26	43	23	2
	1979	4	28	46	21	1
	1980	7	28	50	16	1
Middle Schools	1977	7	30	38	25	0
	1978	6	26	44	21	3
	1979	4	19	53	22	2
	1980	4	24	55	16	1
High Schools	1977	16	39	33	12	0
	1978	9	38	33	18	1
	1979	4	27	40	28	2
	1980	4	25	46	24	2

Elementary School Staff. In 1980, 35 percent of the staff reported that discipline problems had increased, 17 percent indicated a decrease, and 50 percent responded "remained the same." From 1977 to 1980 there were only minor changes in the response pattern.

Middle School Staff. In 1980, 17 percent of the staff indicated a decrease in disciplinary problems, 28 percent indicated an increase, and 55 percent felt that disciplinary problems had remained the same. From 1977 to 1980 there was a decrease (-9%) in staff who felt that the number of disciplinary problems had increased, but also a decrease (-8%) in those who felt they had decreased.

High School Staff. In 1980, 26 percent felt that disciplinary problems had decreased, 29 percent indicated an increase, and 46 percent felt that there was no change. From 1977 to 1980 there was a decrease (-26%) in

staff who felt that disciplinary problems had increased and an increase of 14 percent in staff who saw a decline in these problems.

Is There More Fighting Among Students at Your School This Year Than Before Desegregation?
(Staff Survey Question 18)

School Level	Year of Survey	Percents of Responses Yes	No
Elem. Schools	1977	34%	66%
	1978	38	62
	1979	31	69
	1980	33	67
Middle Schools	1977	23	77
	1978	28	72
	1979	22	79
	1980	26	74
High Schools	1977	29	71
	1978	31	69
	1979	21	79
	1980	16	84

Elementary School Staff. In 1980, 67 percent of the elementary school staff indicated that there was not a greater amount of fighting in their school than before desegregation. From 1977 to 1980, there was no appreciable change in responses of staff.

Middle School Staff. In 1980, 74 percent of the middle school staff indicated that fighting had not increased since desegregation. From 1977 to 1980, there was little change in staff opinions of this question.

High School Staff. In 1980, 84 percent of the high school staff indicated that fighting had not increased. From 1977 to 1980, there was and increase (+13%) in staff who felt that fighting had not increased.

Parent Perceptions (Objective 1)

Two parent survey questions have provided evidence concerning Objective 1. The findings were as follows:

How Safe Are Children in Your Child's School?
(Parent Survey Question 18)

School Level	Year of Survey	Percents of Parent Responses			
		Very Unsafe	Quite Unsafe	Quite Safe	Very Safe
Elem. Schools	1977	5%	13%	67%	16%
	1978	4	13	66	17
	1979	3	13	64	20
	1980	5	10	69	16
Middle Schools	1977	25	23	47	6
	1978	10	27	53	10
	1979	10	20	59	12
	1980	10	17	61	12

Elementary School Parents. In 1980, 85 percent of the elementary parent respondents felt that students were safe, and only 15 percent felt that they were unsafe. In every year from 1977 to 1980 over 80 percent felt their children were safe in school.

Middle School Parents. In 1980, 73 percent of the middle school parents felt that students where safe in school, up 20 percent from 1977.

How Good a Job is Your Child's School Doing
in Maintaining Good Discipline?
(Parent Survey Question 22)

School Level	Year of Survey	Percents of Parent Responses				
		Very Poor	Poor	Fair	Good	Very Good
Elem. Schools	1978	6%	12%	29%	31%	22%
	1979	9	9	28	31	22
	1980	6	8	22	37	29
Middle Schools	1978	13	12	35	28	12
	1979	8	19	26	33	14
	1980	10	9	27	30	24

Elementary School Parents. In 1980, 66 percent of the parents respondents indicated that their child's school was doing a good job in maintaining good discipline, 22 percent said fair and 14 percent said poor. Between 1978 and 1980 there was a 13 percent increase in parents who felt that the school was doing a good job in this regard.

Middle School Parents. In 1980, 54 percent of the parents respondents felt that the school was doing a good job in maintaining good discipline, 27 percent said fair, and 19 percent said poor. From 1978 to 1980, there was a 14 percent increase in parents who felt that the school was doing a good job maintaining good discipline.

Objective 2: Student interracial relations will improve.

Student Perceptions (Objective 2)

Four student survey questions have provided evidence relevant to Objective 2. Each of these questions is given below followed by percentage

distributions of responses and a summary of the findings. Since all four questions inquired about student racial relations, they were not included in the student survey form administered in the participating schools with nearly all black enrollment. Thus, the reported response data were obtained solely from racially mixed schools where neither blacks nor whites comprised less than 15 percent of the student body.

How Do You Usually Feel Around Students of a Different Race?
(Student Survey Question 38)

School Level	Year of Survey	Percents of Responses: Very Uncomfortable	Quite Uncomfortable	Quite Comfortable	Very Comfortable
Middle Schools	1977	10%	17%	55%	19%
	1978	8	17	50	24
	1979	8	16	54	22
	1980	9	16	52	23
High Schools	1977	5	22	60	13
	1978	5	16	60	19
	1979	4	13	64	20
	1980	4	15	60	21

Middle School Students. In 1980, 75 percent of the student respondents felt comfortable around students of a different race. From 1977 to 1980 there was very little change in students' responses.

High School Students. In 1980, 81 percent of the respondents felt comfortable around students of another race. This was an eight percent increase over the comparable percent in 1977.

On the Whole, How Would You Describe Student Racial Relations at Your School This Year?
(Student Survey Question 39)

School Level	Year of Survey	Percents of Responses				
		Very Poor	Poor	Fair	Good	Very Good
Middle Schools	1978	5%	9%	51%	26%	9%
	1979	6	9	49	26	10
	1980	6	11	45	28	9
High Schools	1978	5	9	48	31	8
	1979	4	10	41	34	11
	1980	3	7	45	34	11

Middle School Students. In 1980, 37 percent indicated that racial relations were good or very good; 45 percent indicated fair, and 17 percent said poor or very poor. From 1978 to 1980, there were no appreciable changes in student responses.

High School Students. In 1980, 45 percent of the student respondents indicated racial relations were good or very good, 45 percent indicated fair, and 10 percent indicated poor or very poor. From 1978 to 1980, there was a small increase (+6%) in students who reported that racial relations were good or very good.

In General, How Are Black and White Students at Your School Getting Along This Year Compared With Last Year?
(Student Survey Question 40)

School Level	Year of Survey	Percents of Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Middle Schools	1978	5%	11%	37%	31%	16%
	1979	6	7	41	32	14
	1980	8	11	42	25	15
High Schools	1978	3	6	33	41	17
	1979	3	4	37	33	24
	1980	2	4	45	33	17

Middle School Students. In 1980, 40 percent of the student respondents reported that black and white students in their school were getting along better compared with the previous year, 42 percent said they were getting along about the same, and 19 percent indicated worse. In every survey more than twice as many students said racial relations had improved as said they had worsened.

High School Students. In 1980, 50 percent of the students reported that black and white students were getting along better, 45 percent reported that they were getting along about the same, and only 6 percent indicated worse. In every survey more than six times as many students felt that racial relations had improved as felt they had deteriorated.

During This School Year, How Often Have You Helped A Student of Another Race with School Work?
(Student Survey Question 34)

Middle School	Year of Survey	Percents of Responses: Never	Once or Twice	Three or More Times
Middle Schools	1977	17%	38%	45%
	1978	13	35	52
	1979	20	34	47
	1980	23	38	39
High Schools	1977	18	38	44
	1978	19	31	50
	1979	15	33	52
	1980	19	41	41

Middle School Students. In every year more than three out of four students reported helping a racially different student with school work one or more times.

High School Students. In every survey year about four of every five students reported helping a student of another race at least once.

Staff Perceptions (Objective 2)

Two staff survey questions have provided evidence relevant to Objective 2 (improvement of student interracial relations). Each of these questions is given below followed by percentage distributions of responses and a summary of the findings. The response percentages reported for these two staff questions are derived solely from responses of staff at racially mixed schools where students of each race (black and white) made up at least 15 percent of the enrollment.

How Would You Rate Interracial Relations Among Students at Your School This Year?
(Staff Survey Question 7)

School Level	Year of Survey	Percents of Responses				
		Very Poor	Poor	Fair	Good	Very Good
Elem. Schools	1977	1%	4%	33%	47%	15%
	1978	0	5	38	44	14
	1979	1	5	37	42	15
	1980	1	4	31	46	19
Middle Schools	1977	2	12	37	42	8
	1978	0	9	44	40	7
	1979	1	7	44	40	8
	1980	1	6	35	50	9
High Schools	1977	4	16	50	28	2
	1978	3	11	44	35	7
	1979	3	10	41	39	8
	1980	2	5	29	54	10

Elementary School Staff. In 1980, 65 percent of the elementary staff felt that interracial relations among students at their school were good

or very good, 31 percent felt that relations were fair, and five percent indicated that they were poor or very poor. From 1977 to 1980 there was little change in staff ratings of student racial relations.

Middle School Staff. In 1980, 59 percent of the middle school staff regarded interracial relations at their school this year as good or very good, 35 percent regarded relations as fair, and seven percent rated them poor or very poor. Between 1977 to 1980, there was an increase (+9%) in middle school staff who felt that interracial relations were good or very good.

High School Staff. In 1980, 64 percent rated interracial relations as good or very good, 29 percent rated relations as fair, and 7 percent rated relations as poor or very poor. From 1977 to 1980 there was a large increase (+34%) in staff who felt that interracial relations among students were good or very good.

How Well Are Students of Different Races Getting Along at Your School This Year Compared With Last Year? (Staff Survey Question 6)

School Level	Year of Survey	Percents of Responses: Much Worse	A Little Worse	About the Same	A Little Better	Much Better
Elem. Schools	1977	3%	2%	56%	30%	10%
	1978	0	5	64	19	12
	1979	2	3	74	15	6
	1980	1	5	70	14	10
Middle Schools	1977	4	9	50	26	12
	1978	1	5	60	22	13
	1979	0	5	63	25	7
	1980	0	4	65	22	9
High Schools	1977	3	9	64	20	5
	1978	0	4	54	34	9
	1979	1	1	55	32	11
	1980	1	1	60	30	9

Elementary School Staff. In every survey year, at least four times as many staff members judged student racial relations improved as judged them to have worsened.

Middle School Staff. In every survey year after 1977, more than five times as many staff members felt that student racial relations had improved as felt they had worsened.

High School Staff. In 1980, 39 percent of staff reported that student racial relations had improved over the previous year, while only two percent said they had worsened. Moreover, in each of the first three surveys, staff judgments of improved relations outnumbered judgments that relations had worsened--in 1977 by two to one, in 1978 by 10 to one, and in 1979 by 20 to one.

Objective 3. Students will know their rights and responsibilities under the Student Code of Conduct.

Student Perceptions (Objective 3)

One 1980 student survey question provided evidence concerning Objective 3. This question and the findings were as follows:

Do You Think You Know as Much as You Should Know About the Student Code of Conduct?
(Student Survey Question 8)

School Level	Year of Survey	Percents of Responses		
		Yes	No	Not Sure
Middle School	1980	32%	33%	35%
High School	1980	41	38	21

Middle School Students. Only about one of every three students felt sufficiently knowledgeable about the Student Code to answer "Yes."

High School Students. Only about two of every five students felt they could answer "Yes" to this question.

Objective 4. Student attendance will improve.

Source of Evidence

The Administrative Statistics unit of the Research and Evaluation Department prepares two reports every school year on student attendance in all Detroit public schools. Each report gives average daily attendance figures for one full week. The weeks reported are the third weeks of October and March, except when circumstances, such as extremely bad weather, require the selection of a different week in order to obtain more typical attendance figures.

Findings

In the table below average attendance is given by school level for the school years 1976-77 through 1979-80. Each reported attendance figure is the average percent of students attending school during the October and March weeks of reckoning.

Average Daily Attendance in Detroit Public Schools for the School Years 1976-77 Through 1979-80

School Level	Average Daily Percent of Students Attending School			
	1976-77	1977-78	1978-79	1979-80
Elem.	88.9%	90.2%	89.5%	89.3%
Middle	85.6	86.0	84.9	84.1
High	84.1	82.0	82.1	79.3
Total	86.8	87.1	86.6	85.6

The data show that student attendance in Detroit schools has not improved over the past four years, except very slightly at the elementary school level. For the total school system the figures show a decline of 1.2 percent in average daily attendance. In the elementary schools there was a very small increase of four tenths of one percent. Middle school attendance declined 1.5 percent and high school attendance dropped 4.8 percent over the four years.

Summary and Conclusions

Evaluation conclusions and summaries of the findings supporting these conclusions are presented below for each product evaluation objective of the Uniform Code of Student Conduct Component.

Student Behavior

The first objective stated that "the incidence of disruptive and violent student behavior will decrease."

On the whole, the findings support a conclusion that, since desegregation, the incidence of disruptive and violent student behavior has decreased in Detroit middle schools and high schools. The evidence indicates, also, that greater improvements in student behavior have occurred in high schools than in middle schools. At the elementary level the evidence is inconclusive. Elementary school staff survey results appear to indicate no decrease in undesirable behavior, while parent survey findings suggest that there has been a decline in such behavior.

Staff survey findings concerning student behavior are as follows:

Between 1977 and 1980, staff who were satisfied with student behavior in their schools
- decreased by 7 percent in elementary schools,
- increased by 8 percent in middle schools, and
- increased by 25 percent in high schools.

Between 1977 and 1980 the percents of staff judging that the incidence of discipline problems remained the same or declined (compared to the previous year)
- changed very little in elementary schools,
- increased by 9 percent in middle schools, and
- increased by 27 percent in high schools.

In the 1980 survey the judgment that fighting among students had not increased since desegregation was made by
- 67 percent of elementary school staff,
- 74 percent of middle school staff, and
- 84 percent of high school staff.

Additional evidence of decreasing incidence of disruptive and violent student behavior in middle and high schools is provided by a student survey finding that between 1978 and 1980 there were decreases in the percents of students indicating that they sometimes or often saw students instigating trouble between blacks and whites (an 11 percent decrease in middle schools and a 16 percent decrease in high schools).

Although the available evidence clearly indicates a reduction of disruptive and violent student behavior in middle and high schools, two student survey findings show that further improvements are needed. These findings, of the 1980 survey, were that: (1) 55 percent of the middle school students and 36 percent of those in high school said they often saw disruptive student behavior in their classes, and (2) 45 percent of middle school students and 35 percent of high school students felt that students were generally quite unsafe or very unsafe in their schools.

There is some evidence that the last finding cited may exaggerate the extent to which students feel unsafe in secondary schools. A more specific student survey question asked, "At your school are any students afraid to go to certain places, such as lavatories, for fear of being bothered or hurt?" In 1980 about 85 percent of both middle and high school students answered "No, none" or "Yes, but only a few."

Two parent survey questions provided further evidence concerning student behavior in elementary and middle schools. The findings follow:

> Between 1978 and 1980 parents who rated their children's schools good or very good in maintaining good discipline increased from 53 to 66 percent among elementary school parents, and increased from 40 to 54 percent in the case of middle school parents.
>
> In every survey from 1977 to 1980 over 80 percent of the elementary school parents judged their children to be safe in school. Between 1977 and 1980 middle school parents judging their children safe increased from 53 percent to 73 percent.

Student Racial Relations[1]

The second product objective of the Uniform Code of Student Conduct Component was that "student interracial relations will improve." This objective is closely related to the first objective concerning reduction of undesirable student behavior since the improvement of student racial relations contributes to decreases in the incidence of disruptive and violent student behavior.

The evaluation findings clearly support a conclusion that student interracial relations have improved at all school levels since desegregation. Two survey findings provide especially strong support for the conclusion. Both the staff surveys and the student surveys included a question which asked how well black and white students were getting along during the current year compared to the previous year. The findings were:

> In every staff survey from 1978 through 1980, school staff saying that student racial relations had improved outnumbered those saying they had worsened, by four to one in elementary schools, by more than five to one in middle schools, and by over ten to one in high schools.
>
> In every student survey from 1978 to 1980, students saying that racial relations had improved outnumbered those saying they had worsened, by over two to one in middle schools, and by more than six to one in high schools.

The staff and student surveys also asked respondents to rate the quality of student racial relations in their schools during the current school year. Staff survey findings were as follows:

> Elementary school staff ratings: In every survey (1977 through 1980) about 60 percent of staff rated racial relations as good, while five percent rated them poor.

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[1] All staff and student survey data discussed in this section are based on questions asked only in schools where both black and white students comprised no less than 15 percent of the total school enrollment.

Middle school staff ratings: Between 1977 and 1980, staff who rated racial relations as good increased from 50 to 59 percent, while poor ratings declined from 14 to seven percent.

High school staff ratings: Between 1977 and 1980, "good" ratings increased from 30 to 64 percent, while "poor" ratings decreased from 20 to seven percent.

Student ratings of student racial relations were also more often positive than negative. Student survey findings were as follows:

Middle school student ratings: In each survey from 1978 through 1980, about 35 percent rated racial relations as good, while about 15 percent rated them poor.

High school student ratings: In each survey from 1978 to 1980, about 40 percent rated racial relations good, while 14 percent or less rated them poor.

Student survey findings also revealed that in every survey from 1977 through 1980 about three of every four middle school students reported that they felt comfortable with students of a different race at school; and that high school students who felt comfortable with racially different students increased from 73 percent in 1977 to 81 percent in 1980.

The student surveys also revealed that, in every survey from 1977 through 1980, about four of every five middle and high school students reported having helped a student of another race with schoolwork during the school year.

Student Knowledge about the Code of Student Conduct

The third product objective of the Component was the "students will know their rights and responsiblities under the Code of Student Conduct." The limited amount of evidence currently available suggests that many middle and high school students are not well informed about their rights and

responsibilities under the Code. However, the evidence is not sufficient to justify any conclusions at this time. Further investigation is planned to obtain valid measures of the extent of students' knowledge of their rights and responsibilities under the Code.

Student Attendance

The fourth product objective of the Component was that "student attendance will improve." The evidence indicates that this objective has not been attained.

Attendance reports show that, over the past four school years (1976-1977 through 1979-1980), city-wide average daily attendance has declined slightly, from 86.8 percent in the 1976-1977 school year to 85.6 percent in 1979-80. Over this four year period average daily attendance in elementary schools showed a very small increase, from 88.9 percent to 89.3 percent; in the middle schools it decreased from 85.6 percent to 84.1 percent; and in the high schools it decreased from 84.1 percent to 79.3 percent.